


EDUCATIONAL FACTORS TOWARD PEACE.

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N a general way it may be said that the advance toward eliminating the two plagues, armed peace and war, has passed through three phases. First came the ethical appeal: War is wicked; from a Christian society it must be banished. Second came the humanitarian claim: War is progressively growing into a specialized science of killing people by labor saving machinery; as invention continues, devastating implements will be wrought of such gigantic proportions that nations will cease going to war for very fear of mutual destruction. Third has come the scientific, analytical and intellectual phase which is an interrogation mark. Is war inevitable? Where does it come from? Why does it come? What advantage, economic, social, moral, or political, does it confer on conquering or conquered? Is the modern system of international relations, with its accompaniment of war, adapted to contemporary conditions? Is there a science examining the fundamentals of our world society? If so, what is it? If not, why not?

The first two stages in the crusade against armed conflict occupied themselves with war's results. The intellectual, or educational, stage takes the direction of inquiring into war's causes, feeling certain that if these can be found and removed there need be little anxiety about results. In other words the "new

pacifism," as it has been christened, follows the path of preventive medicine; it seeks to stop the scourge at its source. While no way minimizing the value of pointing out the results of armed peace and war in economic waste, in contortion of political vision, in slaughter and in unchristian action, it merely asserts that this is all the more reason why some careful scientific investigation be made of the international organization which entails war's existence, and of the underlying causes which bring it about. In June, 1914, all Europe was saying it wanted peace. In August it got war. Why?

Behind the latest development of the peace movement lies the assumption that the idea of war has been made by man and that it can be unmade by man—like the ideas of trial by ordeal, witchcraft, magic and religious persecution—if only scientific research can demonstrate its futility and superadd the utilitarian appeal to the demands of ethics and humanitarianism. In Mr. Well's phrase, "reading and writing and thinking have brought the idea of war about, and reading and writing and thinking can take it away." The latest development of the peace movement assumes also that the fresh minds of young men are the easiest and best soils to till if the generation of to-morrow is to see the world set free.

So pacifism at present has taken a pronounced educational turn. It is the purpose of the following paragraphs to summarize the educational factors in the United States working toward peace, with particular reference to the organizations which are concentrating attention on the country's youth in school, in college, in university. We must not think that their endeavors are limited to reaching the young, though

that is frequently a major interest, any more than we must believe that their educational propaganda is confined to the scientific, preventive analysis of war's causes which has just been mentioned; for they all are interested and active in disseminating a knowledge of war's baneful results, in stimulating international good will, in spreading a reciprocal knowledge of one another's habits and history between nations, and in creating a spirit of world fraternity based on understanding, righteousness and reason.

AMERICAN SCHOOL PEACE LEAGUE.

The American School Peace League (Secretary, Mrs. Fannie Fern Andrews, 400 Marlborough Street, Boston) was founded in 1908 as the aftermath of a crowded meeting of school children held in Carnegie Hall, New York, while the First American National Peace Congress was sitting the year before. Baron d'Estournelles de Constant addressed the gathering and the idea was conceived of maintaining a permanent peace organization for high and normal schools. From this auspicious but simple beginning the League has grown under the constant care of Mrs. Andrews until branches exist in 47 states of the union. Six conventions have been held in conjunction with the National Educational Association.

To inculcate the peace ideal in the minds of high school girls and boys three media are used—the teacher, the textbook and the youths themselves. The attention of students has been awakened by the creation of "International Relations Clubs" in the schools, by the annual offering of the six Seabury prizes for essays on pacifist subjects, by securing the observance of May 18th, the date of the convening of the First

Hague Conference, as "Peace Day" in the schools of the country. A program and pageant for the occasion has been arranged and is distributed by the United States Bureau of Education which, as well as the National Educational Association, lends its aid and authority to the movement.

But the chief efforts of the League are concentrated on teachers through teacher's conventions, teacher's institutes, summer schools and the educational press. The League is primarily an association of school teachers who wish to dedicate themselves to imparting the civil ideal in instruction as distinguished from the military ideal. Its aims are "to acquaint the teachers of the United States with the movement for better understanding among the nations," "to secure the interest of teachers in all countries in the movement for international cooperation," "to prepare material which will enable teachers to make appropriate application to the specific work of the school."

Under this last head the League is performing important labor toward the replacement of the antique mode of teaching history as only a series of wars, treaties, and fresh wars, by the new history which presents social, cultural and industrial development. The History Committee, including Philander P. Claxton, United States Commissioner of Education, plans to publish five texts on American history adapted to the various grades. "We aim," says the Committee, "to develop the idea that the economic and moral welfare of our country is coincident with the welfare of humanity and that this demands uninterrupted cooperation among the nations and the reign of reason and justice founded upon international good will." *A Course in*

Citizenship, containing lessons for eight grades, with an introduction by William Howard Taft, Honorary President of the American School Peace League, has already been issued.

THE WORLD PEACE FOUNDATION.

Edwin Ginn was one of the first Americans to perceive the preeminent utility to the peace crusade of reaching schools and also colleges. Speaking to the Thirteenth Universal Peace Conference at Boston in 1904 he said: "We need a body of educators whose sole duty should be to go among teachers awakening and developing an intelligent and adequate interest in this great subject. The work of education should begin with school children." When he came to endow the World Peace Foundation (Director, Edwin D. Mead, 40 Mount Vernon Street, Boston) he thought first of calling it an "International School of Peace" and in his proposal he wrote: "Especially must our young men be enlisted—young men in the colleges and elsewhere. The future success of the world depends on the co-operation of vigorous young men."

Almost from the outset the World Peace Foundation has directed a large part of its efforts along educational paths. Professor Charles H. Levermore has occupied himself in securing precise data concerning the extent of the study of internationalism in American colleges and schools and labored toward increasing the allotment of the curricula on this topic. In 1913 he reported that institutions in all states excepting Arizona and Delaware were treating the international problem in some of its phases. The Foundation is considering the publication of a text on international relations.

Since 1911 Dr. George W. Nasmyth has been engaged in organizing and addressing student clubs and study groups in different universities throughout the world. He started the International Polity Club movement in the United States. As President of *Corda Fratres* he increased the number of college Cosmopolitan Clubs and organized the International Student Bureau, which imparts information to young men over all the earth who seek data concerning educational advantages in different countries. Other speakers, including David Starr Jordan and Hamilton Holt, have been recruited by the World Peace Foundation in its continuous student propaganda.

ASSOCIATION OF COSMOPOLITAN CLUBS.

The Association of Cosmopolitan Clubs (Secretary, Louis P. Lochner, 116 South Michigan Avenue, Chicago), allied with *Corda Fratres*, the international student organization, which extends through North and South America and Europe, musters 30 clubs in the American colleges. Starting with twelve foreign and four American students at the University of Wisconsin in 1903, it took as its motto, "Above All Nations is Humanity." At many institutions the clubs have large houses where the members, Chinese, Italian, German, Russian, Brazilian, and what not, live together during the academic years.

These "miniature Hague Conferences," in d'Estournelles de Constant's adroit description, aim "to encourage the scientific study of the facts of international relations, to spread a knowledge of these facts among the students of all nations, to promote mutual understanding and friendship." The Clubs conduct their work in the individual colleges with the aid of

the Faculties and of speakers sent by the World Peace Foundation and the Carnegie Endowment for International Peace. They hold annual conventions in the United States and in the past have sent delegates to the International Students Congresses at The Hague, Rome, and Ithaca, N. Y. *The Cosmopolitan Student*, published monthly during the college year, is the official organ of the Association.

THE INTERCOLLEGIATE PEACE ASSOCIATION.

Though it is commonly stated that President D. C. Gilman at the Lake Mohonk Conference in May, 1905, was the first to suggest immediate endeavors toward enlisting youths in the war on war, the initial practical step occurred at Goschen College, Indiana, when representatives from eight institutions of that state gathered to form the kernel of the Intercollegiate Peace Association (Secretary, Stephen F. Weston, Antioch College, Yellow Springs, Ohio). The result of their deliberations makes June 22, 1905, an inaugural day in the educational peace movement.

Limiting its activity in the beginning to the Middle West, the Intercollegiate Peace Association spread a knowledge of internationalism in the Hoosier district by instituting college oratorical contests. It was stipulated that the speeches deal with some angle of the world problem. By gradual accretion, the Association has grown until in 1914 contests were held in 24 states. To that date 1650 undergraduate orations had been prepared for these contests and audiences aggregating hundreds of thousands had been reached. The Association is continuously working to enlarge the geographical area of its appeal and intends annually to continue its stimulating methods of kindling

youthful attentiveness to the gigantic question of the moment and of all time. With similar purpose and plan the Lake Mohonk Conference offers the Pugsley prizes for the best student essays and the American Peace Society has offered additional prizes for undergraduate orations.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN
AMERICA.

The shift of the peace movement to an educational channel is significantly exemplified by the latest action of the Commission on Christian Education of the Federal Council of the Churches of Christ in America (Secretary, the Rev. Henry H. Meyer, 105 East 22d Street, New York). Wishing to add the intellectual stimulus to spiritual enthusiasm it is preparing a course of twelve lectures on "International Peace; a Study in Christian Fraternity" for use in church forums and Sunday schools. The lessons and a bibliography will be widely published during the coming Fall in the various denominational Sunday school publications of the country. A "Reading Book," containing pertinent excerpts from pacifist writings amplifying and enforcing each lesson is in course of preparation. "Preventives of War," "The Character and Causes of War," "The Christian Idea of World-Wide Fraternity," indicate the nature of the lessons.

THE AMERICAN ASSOCIATION FOR INTERNATIONAL
CONCILIATION.

"We shall continue our task of *educating public opinion*, counting more than ever on the support of the heads of superior, secondary and primary establishments of education . . ."

These were the words of Baron d'Estournelles de Constant, President *Fondateur* of the *Conciliation Internationale*, Paris, when he penned the program for the American branch eight years ago. He placed them in the forefront of his outline and marked the paragraph One.

The principal method adopted by the American Association for International Conciliation (Secretary, F. P. Keppel, 407 West 117th Street, New York) in the absence of an *International Review*, has been the circulation of monthly pamphlets promoting international understanding and good will. Eighty-seven such publications, besides many special supplements, have been sent to a mailing list which now numbers 100,000.

Although from the first the Association has sought to get at educators and students, it has lately entered upon a campaign of direct action to arouse the young minds of America. It is organizing a chain of "International Polity Clubs" in the nation's colleges, supplying them with bibliographies and printed material for the investigation of international affairs, and sending out a series of speakers to keep the clubs and the subject *sur le tapis*.

In the summer of 1914 the Association sent six advanced students from the universities of Harvard, Missouri, Iowa, Columbia and Cornell to attend a summer school conducted by Norman Angell, author of *The Great Illusion*, at Beaconsfield, Buckinghamshire, England. Forty students representing ten nations were present on the invitation of the Garton Foundation, London. These men were put through a thorough course of training in the war and peace problem with the purpose of fitting them for educative

work on return to their respective countries. Besides reading, lectures, and discussions, they were pitted in debate with military specialists and required to harangue English crowds from the rear of a cart. The Garton Foundation maintained a platform van which appeared each Sunday in Hyde Park and attracted a large throng by the words "WAR AND PEACE" blazoned in monster letters along one side. Then, after the English mode, the heckling and jibing started. It was the speaker against the crowd until a London shower or, as later, the outbreak of the war put a stop to the open air meetings.

Commencing with this nucleus and adding the weighty services of Dr. John Mez, President of *Corda Fratres*, an experienced internationalist, Dr. George W. Nasmyth, loaned by the World Peace Foundation, Mr. L. A. Sheetz and Mr. Spencer Miller, Jr., the Association inaugurated at New Years a campaign to multiply the International Polity Clubs which had already been founded at Harvard, Princeton, Yale, Columbia and Cornell in consequence of the visit to the United States of Norman Angell a year since. At the time of going to press 26 clubs¹ ranging in size

¹ Amherst College.
 Wesleyan University.
 Yale University.
 Newcombe College.
 University of Illinois.
 University of Nebraska.
 Minnesota Agricultural
 College.
 Vanderbilt University.
 University of Wisconsin.
 Syracuse University.
 Princeton University.
 Columbia University.
 University of Illinois.

Trinity College.
 Williams College.
 Tulane University.
 University of Georgia.
 State University of Iowa.
 University of Minnesota.
 University of Michigan.
 Ohio State University.
 University of Kansas.
 Cornell University.
 Harvard University.
 Indiana University.
 Louisiana State University.

from 20 to 250 members are in vigorous condition. The work of further organization is to be pressed until the academic year closes.

In general this scheme has been followed: A competent organizer is sent as an advance agent to find which students and which instructors in a certain college are most available to institute serious study in internationalism. To them he turns over the task of choosing a larger group to form a discussion class with an expert who follows. The expert remains in the college town a week, holding daily meetings. His work is facilitated by bibliographies, syllabi and the distribution of important peace literature. After his departure the club continues regular meetings aided by the faculty adviser, interspersed with special lectures from follow-up speakers whom the Association sends forward.

Particular emphasis is laid on the scientific study of war prevention. Norman Angell's thesis that war is futile in modern days is carefully examined. An analysis is made of armed peace, of the "preparedness" philosophy, and of all the militarist assertions about the inevitableness and desirability of international conflict. Throughout the discussion and lecture course the object is to establish the ultimate causes of war and examine the accepted basis of present day international society to determine whether it squares with the fundamental basis which is right for all and best for each.

Picked men from the different International Polity Clubs will be sent by the Association to round out their acquaintance with the war and peace question at the Summer School for International Polity which the World Peace Foundation has announced its in-

tention to conduct at Ithaca, New York, in June, 1915. The World Peace Foundation expects that Norman Angell or J. A. Hobson, author of *Imperialism*, will be able to come from England to aid in increasing in the United States the educational factors toward peace.

APPENDIX

SUGGESTED FORM OF CONSTITUTIONS FOR STUDY ORGANIZATIONS OF INTERNATIONAL POLITY.

I

1. The name of the Society shall be "The _____ International Polity Society" (or "Club" or "Conference").

2. The objects of the Society shall be as follows:

- (a) To enquire into the problems of International Relationships.
- (b) To discuss to what extent recent industrial and financial developments have affected the utility of armed force as a means of securing national advantage.
- (c) To ascertain the extent and effect of misleading terminology in the discussion of International Relations and to discourage its use.
- (d) To consider means whereby the security of nations can be promoted.
- (e) To spread, by writing and speaking, a knowledge of the conclusions to which the above enquiries may lead.
- (f) To interchange ideas with similar Societies established at home and abroad.

3. In attaining its purpose, the Society shall use the following methods:

1. The holding of public meetings and public discussions.
2. The formation of conference groups for the systematic exchange of views on Peace and War.
4. The Officers of the Society shall be a President, Secretary, Treasurer and Executive Committee. The Officers and Committee shall be elected annually at a meeting of the Society.
5. The membership shall be open to all students of and the annual subscription shall be \$.....
6. Meetings shall be heldly during the Academic year.

